

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Valley Middle School	95-6002452	10/16/2019	11/14/2019

## School Vision and Mission

Oak Valley Middle School creates a personalized, rich, and rigorous learning experience for each and every student, while providing a nurturing environment for our world-class learners to continue to grow and mature. Oak Valley is centered on the principle that optimum learning can only occur when each student operates in an environment that is emotionally and physically safe. To that end, Oak Valley Middle has been guided by the following mission statement since its founding in 2005; *Students are at the heart of Oak Valley and meeting their needs is our first priority.*

Our vision includes the following tenets:

### Academic Excellence

1. We expect high-quality work from all students and are committed to helping each student produce it.
2. We challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support and time they need to meet rigorous academic standards.
3. Students develop individual academic talents.
4. Our core and encore programs engage and tap young adolescents' boundless energy, interests, and curiosity.
5. Students explore important concepts, develop essential skills, and use what they learn in real-world applications.
6. Adults in our school maintain a rich academic environment by working in collaboration with colleagues and parents to deepen their own knowledge and improve their practice.

### Developmental Responsiveness

1. Knowing that early adolescence is characterized by dramatic cognitive growth, we challenge students to think in more abstract and complex ways.
2. Students have a voice in our school posing questions, reflecting on experiences, developing evaluation tools, and participating in decisions.
3. Students engage in independent inquiry and learning in cooperation with others. They have time to be reflective and make decisions about their learning.

4. Students' social development includes school-wide citizenship, civility, character education and community service.
5. Small learning communities support all students' intellectual, ethical, emotional and social growth.
6. Our comprehensive services foster healthy physical, social, emotional and intellectual development.
7. We develop alliances with families to enhance and support the well-being of their children.
8. We involve families as partners in their children's education, keep them informed, involve them in their children's learning, ensure participation in school-level decision making, and provide access to us.

### **Academic and Social Equity**

1. All students are in academically rigorous classes staffed by expertly prepared teachers to ensure college and career readiness.
2. Our students use many and varied approaches to achieve and demonstrate competence and mastery of standards.
3. All students have equal access to core academic standards.
4. Students learn about and appreciate their own and others' cultures.
5. We continually adapt curriculum, instruction, assessment, and scheduling to meet our students' diverse and changing needs.
6. We acknowledge and honor our students' histories and cultures.
7. Members of our community--students, families, staff, partners, volunteers--model expected behaviors through courtesy, civility, positive attitudes, self-discipline and lifelong learning.

### **Organizational Structure and Processes**

1. Our entire community is involved in shared decision making, to ensure all voices are heard and honored.
2. Oak Valley teachers work together to create engaging, thinking curriculum focused on student needs.
3. Oak Valley curriculum and instruction continually improves through the use of data analysis, common course assessments, teacher reflection, and articulation within our school, with feeder elementary schools and destination high schools.
4. Student performance at Oak Valley is evaluated using standards based assessments. Progress reporting is tied directly to student mastery of academic standards.
5. Student success is ensured through support, resources and other alternatives. Oak Valley is a school without failure.
6. We use the community as a classroom and community members provide resources, connections and active support.
7. We draw upon others' experience, research and wisdom, and enter into relationships such as networks and community partnerships that benefit students' and teachers' development and learning.
8. Oak Valley is organized in small learning communities to create an educational environment where students feel they belong to a community that cares about them as a whole person.

## **School Profile**

Oak Valley Middle School is in the City of San Diego, California, nestled within a beautifully master planned community called 4S Ranch. Our student population is well integrated with respect to socioeconomic background, serving families in low-income housing, apartments, established upper

income area, and custom multi-million dollar homes. The ethnic distribution is approximately 7.8% Hispanic/Latino, 36.5% Asian, 1.4% African American, 6.2% Filipino, 39.2% Caucasian, and 8.9% other.

Oak Valley runs on a block schedule. Students attend four classes a day, not including lunch. Classes rotate on an odd/even schedule. Each Tuesday, students arrive at school later, giving staff the opportunity for 70 minutes of collaboration time and professional development. The collaboration that takes place includes meetings among grade level teams, department teams, curricular teams, and whole staff. Our staff focuses on building positive relationships between teachers, students, parents, and community. Teachers have an opportunity to interact with students in a variety of ways that build a strong sense of community. Students who are not performing at grade level are supported through courses that meet on a regular basis. Music, Spanish, Art and Engineering are the electives currently being offered.

Two Student Services Specialists work to support student well-being in areas of alcohol and other drug use prevention, tobacco use prevention, assisting teachers in presenting anti-bullying education, anger management, and conflict mediation. Our Falcon Center, a student recreation/game center, is a place where students can get together during lunch and other free time to relax, talk to friends, make new friends, read, do homework, and play games. This type of facility fosters a greater sense of community among students and creates a relaxing atmosphere in which to bond. Studies show that when students feel a sense of connectedness to school, they perform better academically.

Currently, our After School Programs at Oak Valley are funded by our school's Educational Falcon Foundation, PTSA, and volunteers. We currently offer academic support for our students as well as a variety of clubs and activities. These programs are intended to create a safe and nurturing environment for students who need a sense of belonging.

The physical education department delivers curriculum, which include components that shift the physical education paradigm of teaching students sports to concentrating on student learning life-long health and fitness skills and concepts. The P.E. Program provides a Fitness Lab to teach students how their bodies work and show them the effects of exercise on their bodies.

Oak Valley has an English Language Learners Program where students who are Intermediate and above in their English skills are placed in clusters in the general education classroom with support provided by an instructional assistant. We currently have 20 students with beginning English skills that are in a self-contained classroom with a CLAD certified teacher for language arts, social studies and science in grade 6-8. All teachers at Oak Valley are fully certificated to teach ELL students.

To further support our goal of personal and intellectual development, we have three AVID classes and we implement the use of AVID strategies school-wide. We are committed to college readiness for all of our students, modeling our belief through College Gear Day every Tuesday. Staff members wear college alumni clothing.

The Oak Valley Middle School Library strives to provide a rich selection of resources that support state standards, diverse interests, and multiple reading levels and learning styles. Online resources available throughout the campus and students home include DESTINY (library catalog), Encyclopedia Britannica Online (encyclopedia, atlases, web-links, Spanish language encyclopedia,) Cengage Learning- Infotrac (newspapers, magazines, e-books, primary sources, literature databases and reference resource,) Today's Science (science news written specifically for students,) Noodle Tools (the most comprehensive and accurate MLA and APA-style bibliography composer on

the WEB.) The library has 19 computer workstations with access to many resources including Microsoft suite (Word, Excel, and PowerPoint.) and three computers with access to DESTINY (library catalog). At present, the OVMS library has approximately 18,3124 books, lots of puzzles, and a collection of DVDs and videos for the classrooms.

Student Enrollment by Grade Level (School Year 2019-20)  
We currently have 1,516 total students.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

At Oak Valley, our SPSA was developed with guidance from our School Site Council team. The team is comprised of representatives from the staff, students, and community who provided feedback during the development process of the SPSA. In addition, the teaching staff worked in departments and curricular teams over several meetings throughout the year and during dedicated professional development days to look at student achievement data and determine the work needed to improve student achievement. Teams developed student achievement goals and professional learning goals. Our EL chair worked with staff and ELL families to determine the areas of growth of this program. The School Site Council is provided with updates on the school-wide goals as well as specific department goals and their progress. Data from various data sources is also shared with the School Site Council to provide guidance on areas of need.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.07%	%	2	1	
African American	2.4%	1.71%	1.4%	33	25	21
Asian	33.9%	34.09%	36.5%	467	498	549
Filipino	7.2%	6.37%	7.05%	99	93	106
Hispanic/Latino	8.0%	8.62%	7.78%	110	126	117
Pacific Islander	0.5%	0.41%	0.33%	7	6	5
White	42.2%	42.23%	39.16%	582	617	589
Multiple/No Response	0.2%	0.27%	1.33%	2	4	20
<b>Total Enrollment</b>				1,379	1,461	1,504

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	462	476	545
Grade 7	473	488	476
Grade 8	444	497	483
<b>Total Enrollment</b>	1,379	1,461	1,504

### Conclusions based on this data:

1. Enrollment is growing steadily as our surrounding community continues to build new developments.
2. Student demographics are changing but not at a fast pace.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	68	69	88	4.9%	4.7%	5.9%
Fluent English Proficient (FEP)	414	444	464	30.0%	30.4%	30.9%
Reclassified Fluent English Proficient (RFEP)	13	23	7	18.3%	33.8%	10.1%

### Conclusions based on this data:

1. We have a steady rise in the number of EL students enrolling in our school, and a decline in those who are achieving reclassification.

# Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	470	467	550	458	456	541	458	456	541	97.4	97.6	98.4
Grade 7	468	488	474	458	472	464	458	472	464	97.9	96.7	97.9
Grade 8	444	498	482	438	484	471	438	483	471	98.6	97.2	97.7
All	1382	1453	1506	1354	1412	1476	1354	1411	1476	98	97.2	98

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2612.	2604.	2594.	51.53	47.37	43.81	34.72	37.28	36.04	9.61	9.21	13.31	4.15	6.14	6.84
Grade 7	2625.	2640.	2645.	43.01	54.45	54.74	41.48	32.63	34.05	8.52	8.26	7.97	6.99	4.66	3.23
Grade 8	2640.	2624.	2642.	40.18	39.34	43.31	42.92	37.27	38.00	10.50	14.08	12.53	6.39	9.32	6.16
All Grades	N/A	N/A	N/A	44.98	46.99	47.09	39.66	35.72	36.04	9.53	10.56	11.38	5.83	6.73	5.49

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	53.28	52.63	47.32	38.86	37.72	41.40	7.86	9.65	11.28	
Grade 7	51.53	56.57	52.59	38.86	36.02	41.38	9.61	7.42	6.03	
Grade 8	48.40	45.13	51.49	42.01	39.54	38.72	9.59	15.32	9.79	
All Grades	51.11	51.38	50.31	39.88	37.77	40.54	9.01	10.84	9.15	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	59.83	57.46	43.25	33.62	35.75	49.17	6.55	6.80	7.58
Grade 7	63.54	68.64	63.79	29.04	25.85	32.11	7.42	5.51	4.09
Grade 8	57.31	49.69	52.34	34.93	39.75	40.85	7.76	10.56	6.81
All Grades	60.27	58.54	52.61	32.50	33.81	41.15	7.24	7.65	6.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	39.08	35.96	35.12	56.99	61.40	59.70	3.93	2.63	5.18
Grade 7	33.19	31.14	37.28	60.48	63.14	59.27	6.33	5.72	3.45
Grade 8	32.65	35.40	35.96	63.24	57.56	58.09	4.11	7.04	5.96
All Grades	35.01	34.16	36.07	60.19	60.67	59.05	4.80	5.17	4.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	62.88	61.62	52.31	31.88	33.11	39.74	5.24	5.26	7.95
Grade 7	60.26	68.64	63.79	32.31	27.33	32.11	7.42	4.03	4.09
Grade 8	57.53	52.38	56.81	35.62	38.51	36.38	6.85	9.11	6.81
All Grades	60.27	60.81	57.36	33.23	33.03	36.27	6.50	6.17	6.37

**Conclusions based on this data:**

1. Based on the current data, our students continue to achieve at a very high level. We have met our achievement goals from a school-wide lens, but have not met our goals as we look at our underserved student populations. While we have seen data improvements on standardized test scores, and our focus on student achievement has been beneficial, there is continued room for growth in the area of ELA achievement for our underserved student populations.



# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	470	467	550	461	460	540	461	460	540	98.1	98.5	98.2
Grade 7	468	488	474	458	475	465	458	475	465	97.9	97.3	98.1
Grade 8	444	498	482	436	484	468	436	484	468	98.2	97.2	97.1
All	1382	1453	1506	1355	1419	1473	1355	1419	1473	98	97.7	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2602.	2601.	2603.	48.81	48.70	52.04	23.21	22.83	19.07	20.17	19.13	19.07	7.81	9.35	9.81
Grade 7	2618.	2630.	2630.	46.07	50.11	49.68	21.62	25.47	26.45	21.40	17.26	17.42	10.92	7.16	6.45
Grade 8	2650.	2652.	2669.	53.67	56.61	60.26	19.72	18.18	17.95	16.51	12.40	12.82	10.09	12.81	8.97
All Grades	N/A	N/A	N/A	49.45	51.87	53.90	21.55	22.13	21.05	19.41	16.21	16.56	9.59	9.80	8.49

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	55.31	56.74	56.11	32.10	28.04	27.96	12.58	15.22	15.93	
Grade 7	53.71	58.74	58.06	30.57	30.32	30.32	15.72	10.95	11.61	
Grade 8	57.80	61.36	62.18	27.06	23.55	26.71	15.14	15.08	11.11	
All Grades	55.57	58.99	58.66	29.96	27.27	28.31	14.46	13.74	13.03	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	49.67	50.00	50.74	38.83	38.04	35.56	11.50	11.96	13.70
Grade 7	53.06	57.26	54.62	34.72	33.05	37.42	12.23	9.68	7.96
Grade 8	55.28	57.23	62.18	33.26	31.20	27.14	11.47	11.57	10.68
All Grades	52.62	54.90	55.60	35.65	34.04	33.47	11.73	11.06	10.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	49.46	47.61	49.26	41.43	39.57	38.15	9.11	12.83	12.59
Grade 7	47.16	48.63	46.88	42.14	43.16	45.59	10.70	8.21	7.53
Grade 8	54.13	57.02	60.04	37.39	31.40	32.91	8.49	11.57	7.05
All Grades	50.18	51.16	51.93	40.37	37.98	38.83	9.45	10.85	9.23

**Conclusions based on this data:**

1. Based on the current data, our students continue to achieve at a very high level. We have met our achievement goals from a school-wide lens, but have not met our goals as we look at our underserved student populations. While we have seen data improvements on standardized test scores, and our focus on student achievement has been beneficial, there is continued room for growth in the area of Math achievement for our underserved student populations.
2. The data shows that students are having the most difficulty with Concepts and Procedures with 13.74% of the students not meeting standards in this area. However, this is also the area where we had the most students above standard (59%). Our Mathematics department will focus their energy on why some students are doing well in this area while many others are struggling.

# Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1558.1		1549.0		1566.8		28	
Grade 7	1552.7		1543.2		1561.9		20	
Grade 8	1581.5		1581.9		1580.6		22	
All Grades							70	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	60.71	45.83	*	*	*	*	*	*	28	24
7	*	*	*	*	*	*	*	*	20	21
8	81.82	*	*	*	*	*	*	*	22	14
All Grades	61.43		20.00		*		*		70	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	60.71	58.33	*	*	*	*	*	*	28	24
7	*	61.9	*	*	*	*	*	*	20	21
8	86.36	*	*	*	*	*	*	*	22	14
All Grades	65.71		18.57		*		*		70	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	50.00	*	*	*	*	*	*	*	28	24
7	*	*	*	*	*	*	*	*	20	21
8	63.64	*	*	*	*	*	*	*	22	14
All Grades	51.43		18.57		*		20.00		70	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	53.57	45.83	*	*	*	*	28	24
7	55.00	*	*	57.14	*	*	20	21
8	72.73	*	*	*	*		22	14
All Grades	60.00		32.86		*		70	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	67.86	70.83	*	*	*	*	28	24
7	65.00	57.14	*	*		*	20	21
8	86.36	*	*	*	*		22	14
All Grades	72.86		21.43		*		70	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	53.57	*	*	*	*	*	28	24
7	*	*	*	*	*	*	20	21
8	59.09	*	*	*	*	*	22	14
All Grades	50.00		15.71		34.29		70	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	50.00	58.33	42.86	*	*	*	28	24
7	*	*	60.00	52.38		*	20	21
8	54.55	*	*	92.86	*		22	14
All Grades	48.57		47.14		*		70	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

**Conclusions based on this data:**

1. Our ELPAC shows that we have students at a very wide variety of proficiency levels. Our data remains constant with students growing as they work through our EL program with our experienced staff.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	34	25	21	3	0	0	8.8	0.0	0
American Indian or Alaskan	*	*		1	1		*	*	
Asian	473	509	549	2	1	7	0.4	0.2	1
Filipino	99	95	93	0	2	0	0.0	2.1	0
Hispanic or Latino	115	127	117	8	5	7	7.0	3.9	6
Did not Report	*	*	20	1	1	0	*	*	0
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	81	94	110	3	3	4	3.7	3.3	3
White	595	632	589	18	17	25	3.0	2.7	4
Male	706	787		15	13		2.1	1.7	
Female	702	707		19	15		2.7	2.1	
English Learners	74	78	88	2	2	4	2.7	2.6	7
Students with Disabilities	139	143		10	12	11	7.2	8.5	8
Socioeconomically	101	143	123	7	11	17	6.9	7.8	11
Migrant									
Foster	*	*		1	1		*	*	
Homeless	*	*		1	1		*	*	
Kindergarten									
Grades 1-3									
Grades 4-6	475	492		8	10		1.7	2.1	
Grades 7-8	933	1,002		26	18		2.8	1.8	
Grades K-8	1,408	1,494		34	28		2.4	1.9	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	1,408	1,494	1504	34	28	43	2.4	1.9	3

### Conclusions based on this data:

- Overall, Oak Valley Middle School has an attendance rate of 97.6% (2018-2019). Our chronic absentee rates are fairly low with the exception of our students with disabilities (8.5%) and our students who are socioeconomically disadvantaged (7.8%). Goals for 2019-2020 need to focus on working with these specific students families to find ways to best support those students and increase their attendance rate.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.9	2.1	1.5

### Conclusions based on this data:

1. Suspensions for the 2018-2019 school year decreased. The continuing focus on school culture, PBIS, and restorative practices have led to a decrease in school-wide discipline related incidents.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Oak Valley Middle School, as our students promote to high school.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

Reduce the gap between the percentage of students at the Standard Met/Standard Exceeded level of Math as an overall school average and in underserved student populations by 5% as measured by CAASPP as well as improve the percentage of all students demonstrating academic proficiency by the continued development and ongoing evaluation of best professional practices for curriculum, instruction, and assessment as measured by CAASPP, MAPS, and/or D/F data.

## Identified Need

While the overall percentage of students meeting or exceeding standards on the CAASPP Mathematics test has continued to increase over the past four years, Economically Disadvantaged Youth (EDY), English Learners (EL), and Students with Disabilities (SWD), African American students, and Latino students are still performing at a significantly lower level than other student populations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> CAASPP Data Spring 2020	In the spring of 2019, 75% of OVMS students met or exceeded the Math section of the CAASPP exam.	CAASPP 2019-2020 Meeting/Exceeding standards for math will increase from 75% to 80%. which represents a 5% growth.
<b>English Learner</b> CAASPP Data Spring 2020 MAPS scores (Fall/Winter/Spring) 2019-2020 Math Workshop Attendance rates 2019-2020 Math Tutoring Attendance Rates 2019-2020	In the spring of 2019, 33% of EL students at OVMS met or exceeded the Math section of the CAASPP exam.	The percentage of English Learner students who Meet/Exceed standards will increase by 5% to 38% on the Spring 2020 CAASPP.
<b>EDY/Title I</b> CAASPP Data Spring 2020 Math Workshop Attendance rates 2019-2020 Math Tutoring Attendance Rates 2019-2020 MAPS scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 48% of Educationally Disadvantaged Youth students at OVMS met or exceeded the Math section of the CAASPP exam.	The percentage of EDY students who Meet/Exceed standards will increase by 5% to 53% on the Spring 2020 CAASPP.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> CAASPP Data Spring 2020 Math Workshop Attendance rates 2019-2020 Math Tutoring Attendance Rates 2019-2020 MAPS scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 25% of students with disabilities at OVMS met or exceeded the Math section of the CAASPP exam.	The percentage of Student with Disabilities who Meet/Exceed standards will increase by 5% to 30% on the Spring 2020 CAASPP.
CAASPP Data Spring 2020 Math Workshop Attendance rates 2019-2020 Math Tutoring Attendance Rates 2019-2020 MAPS scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 25% of African American students at OVMS met or exceeded the Math section of the CAASPP exam.	The percentage of African American students who Meet/Exceed standards will increase by 5% to 30% on the Spring 2020 CAASPP.
CAASPP Data Spring 2020 Math Workshop Attendance rates 2019-2020 Math Tutoring Attendance Rates 2019-2020 MAPS scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 63% of Latino students at OVMS met or exceeded the Math section of the CAASPP exam.	The percentage of Latino students who Meet/Exceed standards will increase by 5% to 68% on the Spring 2020 CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underserved student populations including but not limited to EDY, African American, and Latino students.

### Strategy/Activity

Provide students below mastery on summative exams, a short-term (within school day) math workshop designed to re-teach standards and reassess mastery. Establish an after-school Falcon tutoring program utilizing certificated support as well as Del Norte High school students that focuses on underperforming groups needing additional support based on teacher and counselor feedback.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3,361.90

#### Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

Teacher timesheets for Encore/Workshop and after school tutoring hours.

English Learners

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Monthly staff presentation on EL strategies by EL coordinator. Staff will be given a monthly EL strategy poster on best practices to be hung in the classroom.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Teachers will work with EL coordinator on how to implement new EL literacy standards into their curriculum to support cluster grouped EL students in math classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250

English Learners  
1000-1999: Certificated Personnel Salaries  
Substitute release days for coordinator to work with ELA, social science, and math teachers.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Increase the hours for English Learner Instructional Aide support in cluster classrooms and pull out support for students, as well as training for newly hired IA staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	English Learners 2000-2999: Classified Personnel Salaries IA hours
250	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries IA hours

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Coordinator release days to collaborate with all secondary EL coordinators in the district.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	English Learners 1000-1999: Certificated Personnel Salaries EL Coordinator release days.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Build classroom supplies and instructional materials for the 21st century world-class learner.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,095

Source(s)

English Learners  
4000-4999: Books And Supplies  
Classroom supplies and instructional materials.

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide an end of middle school culminating event to celebrate OVMS EL students and our RFEP.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

English Learners  
4000-4999: Books And Supplies  
Supplies for the end of the year event.

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Educational science experience field trip.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

English Learners  
5800: Professional/Consulting Services And  
Operating Expenditures  
Field trip expense.

### **Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

**Strategy/Activity**

Site license for EL student intervention software including No Red Ink and Actively Learn.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

175

Source(s)

English Learners  
4000-4999: Books And Supplies  
Software updates

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students with Disabilities

**Strategy/Activity**

IXL site license for direct math intervention support.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies  
IXL site license

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

## Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

Reduce the gap between the percentage of students at the Standard Met/Standard Exceeded level of English Language Arts as an overall school average and in underserved student populations by 5% as measured by CAASPP as well as improve the percentage of all students demonstrating academic proficiency by the continued development and ongoing evaluation of best professional practices for curriculum, instruction, and assessment as measured by CAASPP, MAPS, and/or D/F data.

## Identified Need

While the overall percentage of students meeting or exceeding standards on the CAASPP Mathematics test has continued to increase over the past four years several underserved student populations including Economically Disadvantaged Youth (EDY), English Learners (EL), Students with Disabilities (SWD), African America students, and Latino students are still performing at a significantly lower level than other student populations.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> CAASPP Data Spring 2020	In the spring of 2019, 83% of OVMS students met or exceeded the ELA section of the CAASPP exam.	CAASPP 2019-2020 Meeting/Exceeding standards for ELA will increase from 83% to 88%. which represents a 5% growth.
<b>English Learner</b> CAASPP Data Spring 2020  MAPS Scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 24% of EL students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of English Learner students who Meet/Exceed standards will increase by 5% to 29% on the Spring 2020 CAASPP.
<b>EDY/Title I</b> CAASPP Data Spring 2020 MAPS Scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 53% of Educationally Disadvantaged Youth students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of EDY students who Meet/Exceed standards will increase by 5% to 58% on the Spring 2020 CAASPP.
<b>Student with Disabilities</b> CAASPP Data Spring 2020	In the spring of 2019, 37% of students with disabilities at OVMS met or exceeded the	The percentage of Student with Disabilities who Meet/Exceed standards will increase by 42%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MAPS Scores (Fall/Winter/Spring) 2019-2020	ELA section of the CAASPP exam.	to 30% on the Spring 2020 CAASPP.
CAASPP Data Spring 2020 MAPS Scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 60% of African American students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of African American students who Meet/Exceed standards will increase by 5% to 65% on the Spring 2020 CAASPP.
CAASPP Data Spring 2020 MAPS Scores (Fall/Winter/Spring) 2019-2020	In the spring of 2019, 72% of Latino students at OVMS met or exceeded the ELA section of the CAASPP exam.	The percentage of Latino students who Meet/Exceed standards will increase by 5% to 77% on the Spring 2020 CAASPP.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Underserved student populations including but not limited to EDY, African American, and Latino students.

#### Strategy/Activity

Provide students below mastery on summative exams, a short-term (within school day) ELA workshop designed to re-teach standards and reassess mastery. Establish an after-school Falcon tutoring program utilizing certificated support as well as Del Norte High school students that focuses on underperforming groups needing additional support based on teacher and counselor feedback.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3,361

#### Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries  
Teacher timesheets for Encore/Workshop and after school tutoring hours.

English Learners

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

READ 180 site license for direct ELA intervention support.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

457.10

Source(s)

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies  
READ 180 site license

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Monthly staff presentation on EL strategies by EL coordinator. Staff will be given a monthly EL strategy poster on best practices to be hung in the classroom.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will work with EL coordinator on how to implement new EL literacy standards into their curriculum to support cluster grouped EL students in ELA and Social Studies classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)

250

Source(s)

English Learners  
1000-1999: Certificated Personnel Salaries  
Substitute release days for coordinator to work with ELA, social science, and math teachers.

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Increase the hours for English Learner Instructional Aide support in cluster classrooms and pull out support for students, as well as training for newly hired IA staff.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

English Learners  
2000-2999: Classified Personnel Salaries  
IA hours

250

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries  
IA Hours

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Build classroom supplies and instructional materials for the 21st century world-class learner.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,095

Source(s)

English Learners  
4000-4999: Books And Supplies  
Classroom supplies and instructional materials.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Provide an end of middle school culminating event to celebrate OVMS EL students and our RFEP.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

250

#### Source(s)

English Learners  
4000-4999: Books And Supplies  
Supplies for the end of the year event.

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Site license for EL student intervention software including No Red Ink and Actively Learn.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

175

#### Source(s)

English Learners  
4000-4999: Books And Supplies  
Software updates

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Coordinator release days to collaborate with all secondary EL coordinators in the district.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

English Learners  
1000-1999: Certificated Personnel Salaries  
EL coordinator release days.

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Educational science experience field trip.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

English Learners  
5800: Professional/Consulting Services And  
Operating Expenditures  
Field trip expense

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

Based on the results from the 2021 California Healthy Kids survey, an internal Oak Valley interim survey to be administered in Spring 2020, and site based discipline office statistics, there will be a 10% increase in the level of inclusive student connectedness to Falcon culture and positive school climate as well as a 10% decrease in the number student suspensions.

## Identified Need

While the overall percentage of students feeling connected to school remains above the State average, this number has decreased on the most recent CHKS. In addition, while the number of suspensions including those suspensions as a result of hate, harassment, or threats decreased from 2018 to 2019, the three year average is still an overall increase.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b>	On the 2018-2019 California Healthy Kids Survey, 83% of students stated they had no instances of being hit or kicked, and 61% stated there were zero instances of rumors being spread about them. In addition, 61% stated an anti-bullying climate existed in PUSD, and 67% stated supports for social/emotional learning existed. During the 2018-2019 school year, 40% of student suspensions were a result of hate, harassment, or threats made towards students.	The overall percentage of students feeling safe and connected to Oak Valley will increase by 10% and suspensions school-side will decrease by 10%.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Schoolwide

#### Strategy/Activity

To increase the overall feeling of connectedness to school and inclusion, and the amplification of a positive and caring school culture, we will implement professional development activities centered around school culture and building relationships and trust including but not limited to creating common values activity, celebrating staff successes often, wearing blue on Fridays, and having a guest speaker on building school culture.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

To help students stress level and emotional development, we will implement a Daily Mindful moment at the beginning of each day.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Working with ASB and Oak Valley Peer leaders, we will participate in Start with Hello Week and will complete the activities necessary to be a No Place for Hate designated school.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To increase the overall feeling of connectedness to school and the amplification of a positive and caring school culture, we will procure a blue Falcon Unity shirt for all students to wear on Fridays.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

OVMS Peer Leaders and ASB will attend leadership training camp and then will be responsible to implement schoolwide sessions on anti-bullying, harassment, and kindness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Creation of a PBIS team that will attend district training throughout the year, will assess PBIS at our school, and will formulate an action plan for improvement.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All LAW workshop teachers will be teaching 6 Digital Citizenship courses for each grade level focused on media balance, privacy, security, digital footprint identity, online relationships, cyber bullying, digital drama, hate speech, and news media.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$15,120.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$8,080.00
English Learners	\$7,040.00

Subtotal of state or local funds included for this school: \$15,120.00

Total of federal, state, and/or local funds for this school: \$15,120.00

## Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------



## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	8,080.00
English Learners	7,040.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,722.90
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	3,897.10
5800: Professional/Consulting Services And Operating Expenditures	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	6,722.90
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	500.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	857.10
1000-1999: Certificated Personnel Salaries	English Learners	1,000.00
2000-2999: Classified Personnel Salaries	English Learners	2,000.00
4000-4999: Books And Supplies	English Learners	3,040.00
5800: Professional/Consulting Services And Operating Expenditures	English Learners	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,531.90
Goal 2	7,588.10

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role	Date	Signature
Colin Young	Principal		
Jon Comford	Classroom Teacher		
Bonnie Gonzalez	Classroom Teacher		
Andrew Middleton	Classroom Teacher		
Deirdre Sheehy	Other School Staff		
Lindsay Enyedi	Parent or Community		
Kimberly Israel	Parent or Community		
Jon Miller	Parent or Community		
Saranya Anandakumar	Secondary Student		
Saumya Palakodety	Secondary Student		
Kamila Uzakova	Secondary Student		
Michelle Kihm-Doyle	Classroom Teacher		

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
------------------	-------------	---

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/16/2019.

Attested:

Principal, Colin Young on 10/2/2019

SSC Chairperson, Shannon Chamberlin on 10/2/2019

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019